
Emotional Teaching Interactions and Learning Difficulties in the Text of History

Maria Drossinou - Korea¹ and Eleni Mintza^{2*}

¹ Assistant Professor of Special Education and Training, Faculty of Humanities and Cultural Studies, University of the Peloponnese, Department of Philology, East Center-Old Camp, Kalamata, Messinia 24100, Greece.

² Philologist, Faculty of Humanities and Cultural Studies, University of the Peloponnese, Kalamata, Greece.

*Corresponding author email id: elenamin1453@gmail.com

Date of publication (dd/mm/yyyy): 05/08/2019

Abstract – The study, under the lights of social model for the special educational needs aims to highlight family history factors for specific learning difficulties in language and in particular, the emotional interactions between siblings. Emotional difficulties in expression arise when part of the parental role from the mother is assigned to the "bigger" sister, philologist to take care of the language learning disabilities of the younger sister who has poor performs at school. The research tools used the methodology of observation and intervention of specific learning difficulties (dyslexia) in a case study of a third junior high school student. In the results, we have seen that the social values family system in principle put forms positive attitudes to supporting specific learning difficulties in the language. But, in the continuous of difficulties, the emotional interactions between siblings, there are inequalities and dependencies that impede emotional organization.

Keywords – Specific Learning Difficulties, Language, Emotional Relationships, Siblings.

I. INTRODUCTION

Understanding specific learning difficulties is based on the observation of the interactive relationships that are recorded both in emotional and linguistic learning difficulties. The purpose of this study is to review research on each of these types of interactions and to highlight the impact on parents and teachers of the emotional development of children with low proficiency and special learning difficulties [1]. Interventions and reclamation efforts highlight the content of interacting relationships with siblings. These can lead to emotional distress, and may aggravate existing emotional anxieties. Emotional and behavioral difficulties among siblings can cover "real" emotional needs. Furthermore, emotional problems can magnify the content of specific learning difficulties [2]. Finally, emotional health can actually improve the school performance of children with special learning difficulties [3].

Many studies [4] have shown that students with specific learning difficulties have difficulty expressing positive emotions and verbalizing the discomfort associated with them. These students tend to have higher levels of emotional anxiety, such as depression, loneliness and low self-esteem than their peers without special learning difficulties. The review of the literature confirms that students with learning difficulties have a low academic concept, negative self-concepts related to their schooling, but not necessarily with their universal idea [5]. Other researchers [6] have also found that students with specific learning difficulties, with low language performance, have negative academic self-concepts that are generalized by low self-confidence in specific academic subjects [4]. The secondary school students with specific learning difficulties expressed more loneliness, felt less integrated in schools and were victims of school and family violence. Because the emotional impact of specific learning difficulties makes life in school and home more difficult than for their peers without specific learning difficulties [7].

The emotional readiness and interaction between siblings are an area with a big interesting because a significant proportion of the student population, ranging from 10 to 20%, finds it difficult or unable to meet the requirements of the school. This is because children are encouraged to respond to stimuli, attend the school curriculum and adapt to the school environment by mobilizing skills and functions that are not sufficiently developed. The philologist can understand the factors [5] involved in designing a teaching program for a student with specific learning difficulties (dyslexia) if he knows about Readiness [8], which is a multidimensional term referring to all phases of child development. Learning readiness [9] includes, in particular, the mental, emotional, social and physical readiness of the child to accept, process and exploit the stimuli of the environment [10]. School readiness refers to the stage of preparing the child to acquire knowledge and skills and to create attitudes that will help him to adapt seamlessly to the school environment and to successfully meet the requirements of the curriculum [11]. The emotional aspects of learning difficulties have been extensively studied with the common finding that the vast majority of children with learning disabilities have a sentimental problem associated with learning disability. Children with learning difficulties often present, in addition to their lack of academic skills, shortcomings or problems in the emotional field [12].

The theories of Learning Difficulties and Emotional Difficulties is need to clarifying because the specific learning difficulties (dyslexia) and specially the term "learning difficulties" which it is used to describe a set of disorders impair a person's ability to communicate or learn [13]. This is a generalized term that can refer to very different conditions. The first time the term learning difficulty appears in special education is in 1963 by Samuel Kirk who used this term to refer to a child's case and the mismatch between his apparent abilities to learn and his ultimate performance. Since then, a large set of definitions has been produced depending on the prevailing perception of each age about the nature of the learning difficulties. The scientific community has adopted the following definition according to which "learning difficulties is a general term referring to a non-homogeneous group of disorders that manifest themselves with considerable difficulty in the acquisition and use of listening, speaking, reading, writing, reasoning or math skills [14]. These disorders are intrinsic to the individual and are attributable to dysfunction of the central nervous system and may be present throughout life. Problems in behaviors of self-control, social perception, and social interaction may coexist with learning difficulties, but they are not in themselves learning difficulties [3]. Although learning difficulties may be associated with other conditions of inferiority (eg sensory impairment, mental retardation, severe emotional disturbance) or external influences such as cultural differences, inadequate or inadequate teaching, is not the direct result of these situations or effects " [15].

This category includes difficulties that affect the emotional learning process. Possible causes of emotional difficulties include mistakes in brain structure, inadequate nutrition, inherited causes, inadequate care at the infant's stages, incomplete communication between different parts of the brain, neurotransmitter dysfunction. The emotional life of students is affected by learning difficulties and their repeated failures. Emotional difficulties can take the form of a negative attitude to the lesson, particularly anxiety or phobia, and attachment to persons in the family environment caring for them, as happens when the mother assigns part of her role to the older sister. Children with emotional difficulties generally experience more negative and less positive feelings both in school and in their family lives [1]. With these difficulties, they interact with siblings with behaviors such as the withdrawal of expression of emotions through language skills, the avoidance of participation in cognitive works, and the "closed-type" interactive interactions. Low self-esteem and incentive weakness reduce the positive

dynamic feedback of emotions among siblings that manifest to a greater extent than "normal" children, anxiety, depression, withdrawal and poor self-image, reduced reader's self-confidence due to daily familiarity with failure.

Family culture plays a catalytic role in the psychosynthesis of the child and especially of the child with difficulties [1]. Research and studies have shown that the behavior of the family greatly affects children's performance, sociability and development, and the main factors for this behavior are parents. The American psychologist Herbert states that "what really matters for the upbringing of the child is the general psychological climate prevailing in the home, that is the attitude and feelings of the parents that form the basis for the implementation of specific methods of bringing up children". There are several types of parents whose behavior affects the emotional development of the child both positively and sometimes negatively. Parents may be overprotective, democratic - tolerant, authoritarian - competitive and dismissive. In the first two classes, the child receives parental affection and love, but with one major difference. Overprotective parents are often restrictive in dealing with the child more than they should, so that the child does not take initiatives, be passive in terms of developing his / her creative skills and become dependent and compassionate, unlike the democratic parents who accept the a child like him showing confidence and letting him develop his creativity with their attitude. Concerning the last two categories, parental behavior has a negative impact on children's behavior. [16] The authoritarian parent works competitively, considering that the child must acquire values which he sometimes enforces even with violence. Realizing "violence brings violence" the child of an authoritarian parent can express aggression violence or end up an unskilled and passive person. Finally, the dismissing parent is overly tolerant, giving absolute freedom to the child, showing him at the same time indifference, so that the child presents denial, aggression and inability to understand and acquire basic values, and as the parent also rejects many times everything. One of the factors that can affect the emotional consistency of the child with difficulties is the relationship he has with other family members and more specifically with his brothers [1]. Relationships between siblings are not always "roseate" especially when there is a child in the family who is in difficulty. This child has to manage the difficulties he faces - and which he often does not perceive - and he has to manage emotional loading as well [10].

From the existing theories for learning interactions [17], we have done a definition to classical developmental approaches that focus exclusively on the child and the environment into which the child develops. According many researchers study for the interactions of children with their environment - the interactions between school and family, the social environment and the ways that affect its development. On this basis, the existing theories on interactions such as that of the Soviet psychologist Lev Vygotsky (1896-1934) discovered by the western world in the 1960s, with the theory of the Emerging Growth Zone (ZEA), are examined. Vygotsky studied, wrote, and organized weekly discussion groups for children with deafness, blindness, mental retardation, and emotional disturbances [18]. He emphasized three main themes: developmental analysis, mediation and sociogenesis, referring to the interactive relationships between teachers and their pupils, as well as children between them or parents with children. The critique between the theories of classic developmental and behavioral models for siblings with learning and emotional difficulties give us some differences. The most distinctive difference between them behavioral and developmental psychologists concerns the role of the environment [5] and interacting relationships as we have been present in below:

Table 1 Relationships between siblings

Classical Developmental Relationships between Brothers	Behavioral relations between siblings
The development of the relationship is an active process of creation	The development of the relationship is a passive response to stimuli
The organization is a whole	The organization consists of complementary parts
Behavior reflects shapes	Behavior is critical to the relationship
Growth has a direction	Growth has no direction
Emphasis on qualitative changes	Emphasis on quantitative changes
The environment is not important	The environment is important for the relationship

Proponents of the classical development approach do not pay particular attention to the environment. They treat the environment as something that man needs to survive, in contrast to behaviorists who see the environment as a powerful factor that can strengthen or weaken the behavior of the child [12]. In post-industrial societies [19] the personal environment consists of interactions between mothers and their children, among siblings and peers.

II. METHODOLOGY

This study aims to highlight factors involved in family attitudes about specific learning difficulties and in particular reader interactive relationships between siblings [17]. The emotional difficulty in expression arises when part of the parental role from the mother is assigned to the "older" sister philologist to take care of the diagnosed special learning difficulties of the younger sister who has poor performance at school.

The methodology of special education and training [20] is implemented through the linguistic interventions of the philologist and speech therapist. The research tools used the observation methodology with self-observation and intervention of the specific learning difficulties [21] according to the curriculum in history, the cross-curricular curriculum of the curriculum, the curriculum of the special educational curriculum and the experimental analytical program of the specific learning difficulties [22]. The philologist can understand the factors involved in designing a syllabus for a student with special learning difficulties when he knows the reasons why many school-age children make mistakes in their maths writing due to Specific Learning difficulties in reading and organizing their thoughts.

According the observation refers to the collection, by the researcher, of information through the senses. Observation as an exploratory tool is widely used in all education and training settings to gather information and develop programs that will improve the conditions of education and training of students. According to self-observations and hetero -observations, we recorded specific learning difficulties and emotional difficulties. For this reason, we used the Informal Pedagogical Assessment (IPA) in Tables with Basic Skills Control Lists. The first research case refers to the fact that the brothers interact positively and interact with reading skills and the second research case states that the brothers interact very positively and emotionally with limited support for reading skills.

Our research methodology is empirical as it is composed of qualitative data and moves in the field of action research and dynamics of special pedagogy. In the methodology of special education and training, the TISIPfSEN tool was used, which is a Targeted, Individual, Structured, Integrated Program for Students with Special

Educational Needs (TISIPfSEN) that consists of five phases [11]. In the first phase, the case study between two 14 and 28 years old siblings, a third-grade music school pupil and a traditional scholar, respectively, in the context of a seven-member family in the southern Peloponnese region, is investigated by systematic empirical observation. The observation methodology in the second phase with the informal pedagogical evaluation of the pupil controls the basic skills with some Lists. The third phase involves the design of the curriculum with some teaching priorities and objectives in the history lesson. In the fourth phase the differentiated intervention program is implemented and in the fifth phase the didactic intervention is evaluated.

Two research tools, the hetero-observations and self-observation methodology and the intervention methodology were used [6]. These have been utilized in the Informal Pedagogical Assessment (IPA) recorded by observing language and spontaneous expression of feelings with Basic Skills Control Lists (BSCL) with Learning Readiness Activities (LRA) with emphasis on emotional organization, reading function and reading skills behavior [8].

(1) The Tool of Informal Pedagogical Assessment in emotional organization according to the methodology of hetero- observation and self-observation. It gathers observations data with targeted emotional readiness activities that seek to develop the emotional skills through which interactive relationships between siblings are observed and focus on individual areas:

- a) Self-Sentiment: It refers to the emotional side of the view of ourselves. Self-esteem is positively expressed as a positive image of the self and negatively as a feeling of inferiority. The teacher is required to develop targeted emotional readiness activities that improve pupils' self-esteem and feedback on the learning process.
- b) Interest in learning: Interest in learning increases the attention of the individual to a point where a dialectical relationship between attention and interest is formed. The interest motivates emotionally the person with special learning difficulties both in his / her cognitive interests and in his / her emotional needs.
- c) Collaboration with others: This refers to the development and utilization of social skills, with an emphasis on didactic strategies that help the student in the social understanding of interpersonal relationships, with the aim of socializing and the rules governing the interactive relations. Working with others as educational targeting exploits scientific and research data from micro, collaborative and interdisciplinary learning to understand and accept cooperative rules.

(2) The tool of Informal Pedagogical Assessment of Reading, with which interracial reading skills intersect among siblings, is referenced in phonological, pre-reading, reading, writing, morphological, spelling, semantic and written expressions and listed below Teaching priorities in the:

- a. Phonological part has recorded for her to distinguish vocally related strings, e.g. discriminatory exercises and proper articulation of congenial tones eg in greek language "B, φ, δ", to pronounce words that begin with the same sound, to distinguish words that look phonological, to clusters.
- b. Pre-reading has recorded for her to know similar words, syllables, letters in written text and to match words with images in written text.
- c. Reading has recorded for her to successively produce syllable words of the type CVVC, CC", to distinguish words with initial phonological phrases, to be exercised in automatic reading and to improve reading.

- d. History has recorded for her to write letters and text in the right time, to write words with dictation without letter conversions, to write words with dictation without - adds letters, to write words with dictation without - translates letters, to copy text from the book and tap, to write text forbidden 5 lines with less than 10 mistakes and to writing words without stopping - makes spelling mistakes.
- e. Morphological-spelling has recorded for her to understanding the fixed position, direction and orientation of the letters in one word. Even, to learn spelling [23] with lists of similar words, using memory [24] techniques to being familiar and finally to be aware words from the history texts to how the specific words have composited and produced.
- f. Semantics has recorded for her to know and - make proposals with active vocabulary, to enrich the active vocabulary with a-cognitive toys, to set the speed of reading to - understand the content of the text, to use appropriate ways of understanding the content of text and to write structured text correctly.
- g. Written expression has recorded for her to organize his thoughts before writing and to build the written word into a paragraph.

(3) The Informal Pedagogical Assessment Tool in Reading Skills

a. Emotional support [10] :

- Understands and accepts its problem.
- Controls its behavior.
- Self-assesses its actions.
- Encouraged to enhance positive behavior [25].
- Develops social relationships [21].

Teaching priorities in sympathetic has recorded for her to understand and - accept the problem, to evaluate its actions and to develop social relationships.

b. Developing programming skills to the history text:

- Getting into action and organizing his work on a history text.
- Schedules work with timetables [22].

Teaching priorities in programming skills has recorded for her to development support the Schedule work with timetables.

c. Improving reading self-image [13]:

- She is satisfied with his phonological competence.
- Is experiencing satisfaction with his / her reading skills.
- Understands and - accepts reading difficulties in the history text.
- Accepts spelling mistakes in the history text.

Teaching priorities has recorded for her to in improving reading self-image support her to being satisfied with her reading skills, to understand and - accept reading difficulties, to accept spelling mistakes.

The data gathering process with some protocols collects language recordings and emotional interactions between siblings according to the methodology of speech reading with differentiation to the history text [26]. As has already been mentioned, reading is a complex cognitive process, the successful completion of which requires the coordinated contribution of many cognitive functions, such as perception, memory, language, thinking. Language and emotional interactions between siblings are recorded with the cards plays who the philologist has appropriately diversified the pedagogical materials which using in the history lesson (see Figures 1).

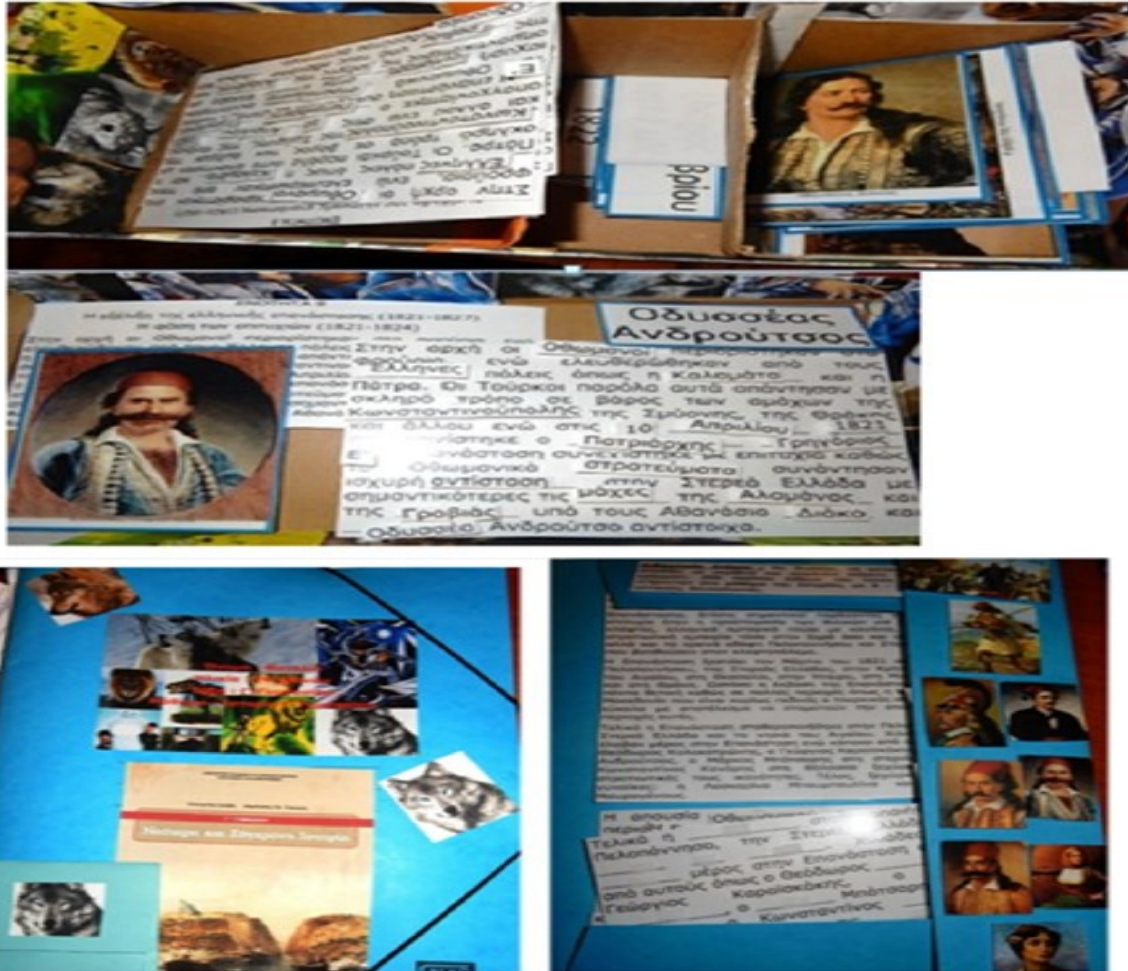


Fig. 1. Shoe-box, learning machine and booklet in the lesson in history.

The limitations of observation were found in the fact that language recordings and emotional interactions between siblings refer to self-observation behaviors and there is a risk of the validity and accuracy of observation. Given this knowledge, we have approached the role of participatory observer and the difficulty of scientific objectivity. The difficulty of recording an interpretation of our experiences is explained to the supervising professor given our brotherly relationship with the student.

III. DISCUSSION

The Specific learning difficulties in language and emotional interactions [3] between siblings are influenced by family culture and the value system. In the results, we found that positive "attitudes to interactive relationships were formed. In the continuous intervention of specific learning difficulties, linguistic interactions between siblings show emotional imbalances and dependencies that impede the development of emotional organization [10].

IV. FINDINGS

The siblings interact positively and interact in the development of reading skills. The first research question was proved by the research data from the observations and the bibliography. With self-observation, we have verified that learning difficulties have been associated, both theoretically and research, with behavioral problems, ranging from aggression to apathy or introversion. The brothers also interact positively with each other and support the reading skills based on the data in the history lesson and given the parent's request for support and the student's willingness to support. The philologist sister diversified texts with three dimensions teaching mechanism as the shoe-boxes and history visual carts to help her to decode and understand the meaning. Even brotherly emotional support helped to understand and accept the problem, to self-assess its actions and to develop its social relations. With positive interactions between siblings, some guiding teaching objectives can be achieved. The sister acts as the "mediator" between the "impeded" learning relationship and the development of reading skills.

The siblings interact less emotionally with little support for reading skills. The second research question was proved by research data and literature. With the self-observation, we verified that the brothers interact poorly and emotionally with little support for reading skills. The difficulties identified in automatic reading and in spelled writing sometimes created a climate of embarrassment, discomfort and blocking the flow of communication between us. Difficulties in the development of programming skills have been tackled with some timetables in the joint study of the history lesson tailored to specific learning difficulties [10]. Finally, her reading self-image [27] partially improved when she learned to recognize, understand and accept reading difficulties. However, with the self-observation, we have found that the mediation of the teacher, his parents, and his peers can sometimes have limited interactions to lead to a cognitive level superior to what the student possesses.

V. CONCLUSION

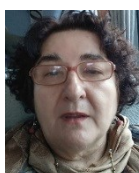
The impact of promoting well-being in the course study requires careful attention to educational and emotional special educational needs [3] and intervenes with appropriate teaching strategies [28]. Although it is not always possible to accurately determine the factors [14], it is important to keep in mind the types of possible interactions for better identification of intervention strategies [5]. As inclusive education [26] becomes more and more prevalent, it is particularly important for all teachers to understand the interaction of emotional concerns and learning difficulties and the impact of this interaction on reading functionality [8]. In conclusion, we emphasize that emotional health can enhance the language performance of pupils with specific learning difficulties [12], [17] and because distinct emotional interactions pose the risk of over-simplification, we suggest that it would be useful to extend this study to the key ways in which they interact with siblings emotional anxieties and specific learning difficulties. That is, to study the factors that interfere with brothers' interactive relationships and can lead to emotional discomfort [1] or cause or aggravate existing emotional anxieties or even emotional issues to grasp the gravity [13] of the specific learning disability.

REFERENCES

- [1] Christakis, K., The child and the teenager in the family and school, Athens: Grigoris, in greek, 2012.
- [2] American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM V), Washington, DC, London, England: American Psychiatric Publishing., 2013.
- [3] Carroll, C. & Hurry, J, «Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature,» *Emotional and Behavioural Difficulties*, τόμ. (vol.) 3, pp. 310-325, 2018.
- [4] Elliot, J. G., & Grigorkenko, E. L., The dyslexia debate, New York: Cambridge University Press., 2014.
- [5] Burden, R., and Burdett, J, «Factors associated with successful learning in pupils with dyslexia: a motivational analysis,» *British Journal*

- of *Special Education*, τόμ. (vol.) 32, αρ. (No.) 2, pp. 100-104, 2005.
- [6] Avramidis, E., & Norwich, B, «Teachers' attitudes towards integration/inclusion: A review of the literature.» *European Journal of Special Needs Education*, τόμ. (vol.) 17, αρ. (No.)2, pp. 129-147, 2002.
- [7] British Dyslexia Association, «Dyslexia research information: BDA definition of dyslexia.» 20 8 2018. [Ηλεκτρονικό (Electronic)]. Available: <http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-research-information-.html>. [Πρόσβαση (Access) 20 8 2018].
- [8] Markakis, E. & Drossinou, M, «Experimental Curriculum for Specific Learning Difficulties (Dyslexia),» σε (in) *Children with Special Needs in Primary School: Theoretical and practical approach*, Athens, Atrapos, in greek, 2000, pp. 321-350.
- [9] Ministry of Education and Pedagogical Institute, «Activities of Learning Readiness: Oral Speech, Psychomotricity, Mental Capacities, Emotional Organization. Book for the Special Educational Teacher (pp. 13-27).» 2009. [Ηλεκτρονικό (Electronic)]. Available: http://www.pi-schools.gr/download/lessons/drast_math_etoimotitas/vivlio_ekp/vivlio.pdf. [Πρόσβαση (Access) 11 8 2017].
- [10] Clough, P, «Handbook of Emotional & Behavioral Difficulties,» σε *Child Delinquents: development, intervention, and service needs*, Thousand Oaks, CA, Sage, 2005.
- [11] Drossinou -Koreas, M. and Periferakis, Th, «Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPSENS).» *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, τόμ. (vol.) 1, αρ. (No.) 4, pp. 28-35, 2018.
- [12] Gibson, S., & Kendall, L, «Stories from school: Dyslexia and learners' voices on factors impacting on achievement,» *Support for Learning*, τόμ. (vol.) 25, αρ. (No.) 4, p. 187-193, 2010.
- [13] Kauffman, J.K, Characteristics of emotional and behavioral disorders of children and youth, 7 επιμ. (ed.), Upper Saddle River, NJ: Merrill: Prentice Hall, 2001.
- [14] Drossinou Korea, M., Kalamari, A., Kaldi, P., and Romana, I, «External factors in supporting of adult students with dyslexia in Greece,» *Journal of Regional Socio-Economic Issues, JRSEI*, τόμ. (vol.) 7, αρ. (No.) 3, pp. 42-51, 2017.
- [15] Law 3699, «Special education and training for people with disabilities or special educational needs,» Ministry of Education, State Printing, Gov 199/A/2.10.2008, Athens, in greek, 2008.
- [16] Freinet, C, La methode naturelle. (The natural method.) I. L appredissage de la langue (language learning), II. L appredissage du dessin, Paris: Delachaux et Niestle (drawing education, Paris: Delachaux and Niestle), 1970.
- [17] Strogilos, V, «Inclusive and collaborative practices in co-taught classrooms: Roles and responsibilities for teachers and parents,» *Teaching and Teacher Education*, τόμ. (vol.) 35, pp. 81-91, 2013.
- [18] Vygotsky, L. S, Thought and language, Cambridge : Mass: M.I.T. Press, 1962.
- [19] Polkinhorne, D, Narrative Knowing and the Human Sciences, New York: SUNY Press., 1988.
- [20] Drossinou, Korea, M, Special Education and Training. The special education proposal for children and young people with special needs, Patras: Oportuna, in greek, 2017.
- [21] Weissberg, R.P. & Elias, M.J., «Enhancing young people's social competence and health behavior: an important challenge for educators, scientists, policymakers, and funders',» *Applied and Preventive Psychology*, τόμ. (vol.) 2, αρ. (No.) 4, p. 179-190, 1993.
- [22] Rose, J. Stanforth, A., Gilmore, G. & Bevan-Brown, J, «"You have to do something beyond containing": developing inclusive systems in a partnership of primary schools,» *Emotional and Behavioural Difficulties*, τόμ. (vol.) 23, αρ. (No.) 3, pp. 270-283, 2018.
- [23] Snowling, M, Dyslexia, Oxford: Blackwell, 2000.
- [24] Siegler, R, «Memory development,» σε *Children's Thinking*, New Jersey, Pentice Hall, 1998, pp. 173-211.
- [25] Polkinhorne, D, «Narrative and self-concept,» *Journal of Narrative and Life History*, αρ. (No.) 1, p. 135-153, 1991.
- [26] Drossinou-Korea, M., Matousi, D., Panopoulos, N. & Paraskevopoulou, Aik, «School Inclusion Programmes (SIPS),» *Journal of Research in Special Educational Needs*, τόμ. 16, αρ. (No.) Supplement S1, Special Issue: 8th Inclusive and Supportive Education, Lisbon, Portugal, 26-29 July 2015, p. 967-971, 2016.
- [27] Critchley, M, «Dyslexia: an overview,» σε *Dyslexia Research and its Applications to Education*, Chichester, Wiley & Sons., 1981, pp. 1-12.
- [28] Vergason, G., & Anderegg, M, Dictionary of Special Education and Rehabilitation, Denver Colorado, USA: Love Publishing Company., 1997.

AUTHOR'S PROFILE



Maria Drossinou – Korea

She is assistant Professor of Special Education and Training, (FEK 1603 / 31.12.2018, vol. C), in the Department of Philology, School of Humanities and Cultural Studies, to the University of Peloponnese (Kalamata). The research and scientific interests have an anthropocentric orientation according to the social and educational model of the Special Educational Needs, with emphasis on Targeted, Individual, Structured, Integrated Program for Students with Special Educational Needs. In particular, focuses on teaching strategies for students with: Mental Disabilities (Cognitive Defects), Deviant Behavior, Specific Learning Difficulties (Dyslexia), Autism Spectrum Disorders, Attention Deficit Disorders with or without Hyperactivity Disorder (ADHD). Furthermore, over the past 20 years, he has been supporting individual and micro-group counseling students with special educational needs or with disabilities at the Agricultural University of Athens.

e-mail id: drossinou@hotmail.com, drossinou@uop.gr



Eleni Mintza

She is Philologist, Faculty of Humanities and Cultural Studies, University of the Peloponnese, Kalamata, Greece. She conducted a research paper on the "Investigation of factors involved in the design of the curriculum for students with specific learning difficulties (dyslexia)". She also participated in the third national and educational congress in Gythio in Greece with the research "Specific learning difficulties, pedagogical and teaching interventions in musical school :- myths and reality.", and has contributed to the Autumn Seminars 2018 "Bringing the gap between research, policies and practice - Continuing the discussion" in Munich with the poster "Teaching dyslexic students with the Targeted, Individual, Structured, Integrated Program in the lesson of history". e-mail id: elenamin1453@gmail.com